



Senior Phase CREATIVE/ REFLECTIVE WRITING DIRT CODE

Exp	Your expression is unclear! Read your sentence aloud, does it make sense?
SL	Your sentence length is off, consider breaking your longer sentence down into shorter sentences or alternatively linking sentences together with conjunctions.
ST	Sentence type. Could you: - Use a short sentence to create some tension? For example: <i>Then. A sound. I stopped and waited.</i> - Begin a sentence with an -ly word for effect? For example: <i>Slowly, Carefully, Angrily,</i>
gr	Something is grammatically incorrect : have you got the correct article? a/an/the? Have you used the correct form of the word? For example: effect, or affect? Too, to or two?
R?	Is this relevant at this moment? It might be detracting from the effect you are trying to create.
person	Have you changed between perspectives ? From <i>I</i> to <i>She/ He</i> . This should be consistent. Make a decision and stick to it.
tense	Have you started moving between tenses ? Remember that events in the past should use past tense verbs!
Para	You may need to start a new paragraph . Remember the acronym TiPToP! You need to start a new paragraph when: - Ti- you change time periods. For example, morning to evening. - P- you change place or location. For example, moving from inside to outside. - To- you change topics. For example, a physical description to a moment of action. - P- you change person. For example, when a new character speaks.
Dialogue	You need to check how you have laid out the dialogue in your story: - Is it properly punctuated with "quotation marks and punctuation on the inside of these?" - Have you started a new line when there is a new speaker? - Have you included who said it and how? - Consider changing up how you say the word 'said'. See the example below: <i>"Muuuuuum? Can I have a sandwich?" he shouted.</i> <i>"Go away! I'm busy!" she shrieked back up the stairs.</i>
Develop/ ++	Do you do enough with this? Whatever you are trying to do, you are not going far enough. Develop this idea or image, think of how you can use WITS!
Language & Conventions	
Vocab?	Is this the best word to use? Is it interesting? Sophisticated? Or basic?
Fig lang	Can you build in some figurative language? Simile Metaphor Personification Other literary techniques (extended metaphors, pathetic fallacy, foreshadowing)
Senses?	Look at your description of this, can you make it more interesting? Think about adjectives that are linked to the 5 senses: sight, sound, touch, smell, taste. Don't forget onomatopoeia, alliteration, assonance, consonance and sibilance.
Setting?	How have you described your setting here? Is your setting/ atmosphere unconvincing? Do you need to develop it? Remember, time and place need to be dealt with. Or alternatively, is your description of setting too long, does it need to be stripped back?
Thoughts	Include the thoughts of the character, what are they thinking and feeling at this moment?
SDT	Can you show and not tell here? For example, if your character is scared, do not say: <i>he was scared</i> , instead say: <i>his hands shook as he clutched his knees to his chest. A menacing cloud hung over him. You can use body language, facial expressions and figurative language to do this!</i>
Refl!	How have your feelings changed over time/ why? What have you learned about yourself, others, society? What would you do differently and why? What lessons could you or others take away?
MIME	Make it more exciting/ believable! This is a moment of excitement and action and should make use of short sentences and action verbs to communicate that feeling.
CD	Your character is unconvincing , you need to do a bit of character development: work on how they speak, look, and act in order to make them more interesting to read about.
PD	Plot is unconvincing/ difficult to follow. You need to simplify this significantly and track along a simple plot arc.
TMC	Too many characters: could you simplify this? You don't have enough words to have this many characters.

Senior Phase PERSUASIVE WRITING DIRT CODE

PT?	Can you be more persuasive here? Add in another persuasive technique (check AFFORREST!)
Exp	Your expression is unclear ! Read your sentence aloud, does it make sense?
So what?	Why should society care? Why is this a problem?
SL	Your sentence length is off, consider breaking your longer sentence down into shorter sentences or alternatively linking sentences together with conjunctions.
Extend met.	Have you got a chance to build your extended metaphor in here? Could you develop it?
Register	Is this part too informal ? Remember you are not writing to a friend. You are writing for a serious audience with a serious purpose- you should use a formal register!
Impact? R? (whole point?)	What does this make the reader think ? Feel ? Is this relevant at this moment or at all? Consider whether this adds to your overall line of argument , perhaps condense it down or remove it entirely to ensure your line of argument keeps its impact.
Develop/ ++	Do you do enough with this idea? This could potentially add a lot to your line of argument if you developed it carefully with different evidence types + persuasive language.
Flow? DMN	Does your line of argument flow ? Make sense? Lack cohesion? Do your paragraphs link to each other? You may need to reorganise/ reorder or use direction markers to indicate the development of your argument.
Intro	
AG?	Is this attention grabbing enough? Does it have any emotional impact on the reader? Demonstrate the scale of the problem?
Background?	Show your background knowledge of the topic more clearly!
Preview?	Have you signposted the topics you will discuss? A triplet is great for this! Be careful not to discuss your points in too much depth here. <i>eg. We must recognise that... _____, _____ and _____.</i>
Main body paragraph	
T.S.	Your topic sentence needs work: is it clearly phrased ? Does it give a clear reason for why you are right about your topic?
IE?	Have you introduced your evidence ? <i>For example, one study carried out by... / There is a human element to this, consider the story of...</i>
EE?	Is your evidence effective ? It might be that this evidence is not convincing/ does not support your point well enough. You may need to carry out more research!
EF!	Explain fully what your evidence shows using AFOREST techniques! - Statistical evidence: what does this tell us about the scale or reach of the issue? - Facts: what does this mean really mean for the issue? - Anecdotal: what does this anecdote show us about the human cost/ reality of the issue?
DET	You need different evidence types , you may be relying too heavily on one type. Re-read your paragraph, do you have: - A statistic, (a % or fraction linked to your Point?) - 2-3 facts - an anecdote? (a 1st hand story from someone who has experience with the Point/ issue)
CA?	Would it be effective to include a short counter argument which you then disprove? <i>eg. Whilst some may argue that... in reality...</i>
MI	You're missing vital information ! This may include: - If it's an anecdote, have you included the age and where the person is from? - If it's a statistic, who carried out the research? (not the full web address!)
L to A?	You might not have linked your paragraph to your central line of argument properly. Why should society care? Why is this a problem? Use your title as a guide.
Conclusion	
Sum up	Summarise the points you have made (a triplet is good for this)!
CtA	Call to action: directly involve the reader! Use direct address and give some potential solutions that as an individual/ group we can adopt.
Pal	Paint an image of what the future may be like if the issue is not solved . Paint an image of what the future could be like if the issue was solved .



Senior Phase CRITICAL ESSAY DIRT CODE 1

Strengths		Areas to improve	
A	Your introduction is well crafted and responds directly to the question	B	Ensure your introduction clearly responds to the specific demands of the question
C	Your essay has a strong line of argument, relevant to the question	D	Your line of argument could be strengthened by ensuring every paragraph is relevant to the question.
E	You make effective use of topic sentences / points at the start of each paragraph	F	Make more deliberate use of topic sentences (/points) at the start of each paragraph. These should clearly relate to the question.
G	You've supported your points well with relevant textual evidence or You've included a wide range of supporting evidence from the text	H	- Ensure you only include textual evidence that is relevant to the question and supports you points. Your evidence doesn't support your points. - You should include more supporting evidence (quotes, references, examples) from the text to support your answer to the question
I	You have analysed the effect or impact of your chosen language/film techniques well	J	You should analyse the effect or impact of your chosen language/film techniques in more depth and detail. Have you discussed what the quote shows? How it is shown through techniques? Why it is shown in that way?
K	You have effectively evaluated the way the reader responds both emotionally/ intellectually, and/or you have effectively evaluated the text in relation to the task and the writer's purpose.	L	You need to develop your evaluation of how effectively the text shapes the reader's response and how effectively the text connects to the task/ writer's purpose.
M	Your conclusion successfully rounds off your essay	N	Your conclusion could be improved by summing up the whole text, stylishly, in light of the question
O	Your essay shows depth and detail, reflecting an extensive knowledge of the whole text	P	Your essay is rather thin and lacking in detail. Try to cover more of the text in your analysis.
Q	Your references to the text show a good understanding of its main features and ideas	R	Your essay shows some misunderstanding of the text. Revise your text to improve your familiarity with it and correct any inaccuracies.
S	Your expression is clear, and articulate.	T	Your expression could be made clearer in places.
U	Your technical accuracy under exam conditions (spelling, punctuation, grammar, handwriting) is very good.	V	Your essay does not always convey meaning clearly at first reading due to technical errors. Improve your: spelling/punctuation/grammar/ handwriting.
W	Your essay shows flashes of originality and thoughtful analysis that suggest a deep engagement with the text.	X	Your essay is formulaic in places / resembles a 'learned essay'. Work on tailoring your knowledge of the text to the question asked, to make it more unique.
Y	You have not completed your essay in time. Much more timed practice of planning and writing essays without notes will be required before the final exam.	Z	You have answered a question from the wrong section of the paper. You must check carefully which genre you are answering on.



Senior Phase CRITICAL ESSAY DIRT CODE #2

This part of the key will give you specific action points at specific moments:

Exp	Your expression is unclear! Read your sentence aloud, does it make sense?
SL	Your sentence length is off, consider breaking your longer sentence down into shorter sentences or alternatively linking sentences together with conjunctions.
V.V.	Varying vocab: are you repeating the same phrases or words? For example, are you saying the word 'shows' over and over? Try using some different words for this, for example: <i>conveys, suggests, demonstrates, reflects, emphasises, communicates...</i>
R?	Does what you're saying link to the question? Is it relevant? Make sure you focus all parts of your response on what the question is asking you.
Intro	
TARTS?	Have you included all the elements of a TARTS introduction? Go back and underline each, add in anything you have missed.
Ref?	Have you referred to the question in the first sentence of your intro?
T?	Have you named the techniques and theme you will discuss? For example, themes could include: war, loss, relationships, suffering. Techniques could refer to: setting, plot, character, symbolism, stage directions, etc)
Sum?	Have you included a very brief/ relevant summary of the plot? Or is your summary too long ?
L to Q?	Have you explained in detail how the text links to the question ? You might want to consider using the wording of the question to introduce your explanation.
Main body paragraphs	
T.S	Your <u>topic sentence</u> / Point needs work: is it clearly phrased ? Have you got a clear topic sentence that says what the paragraph will be about ? Does it reference the task ? <i>For example: One way the author explores _____ is through.../ The writer uses... to convey...</i>
E match P?	Look at your evidence- does it link to your topic sentence/ point? It might be that this would be better suited to a different point you are trying to illustrate!
Context?	Have you introduced the evidence with some context by stating who said it, what is happening or where roughly it happens in the text? For example: <i>For instance, in the opening scenes of the play, Macbeth says: "_____ " when they are discussing...</i>
P?	Have you punctuated your quotation using "quotation marks"?
T?	Have you named the correct technique (if possible)? <i>The author uses <u>name of technique</u> to...</i>
Explanation?	Have you explained what the quote shows in depth? (<i>which demonstrates...</i>)
++	Have you dealt with all aspects of your quote? Can you extend your explanation/ analysis? Look at your evidence: What does it show? How is it shown? Why is it shown? If you've answered all of these, you might need to double check whether you've connected your analysis to the focus of the question!
Impact? / Eval?	Have you described what the impact on the reader is? Emotionally? Intellectually? <i>The reader is left feeling... with the impression that... a clear understanding of...</i> <i>The reader is confronted with...</i>
L to Q?	Do you link back to the question/ task? Have you used words from the question to show your link clearly? <i>This is significant because it emphasises the theme of _____ through....</i> <i>This is vital to our understanding of the text because it effectively critiques...</i>
EL to Q?	You've linked to the question but need to go further: do you explain how this adds to understanding of theme, character, and/or the text as a whole? How does this help the writer achieve their purpose in relation to the Q?
Conclusion	
S?	Have you summarised the points you have made? (<i>"The way the author uses _____, _____ and _____ to...link to question"</i>)
TARSE?	Have you included all the elements of a TARSE conclusion? Go back and underline each, add in anything you have missed.
Eval?	Have you made a judgement on how effective the text is in showing the theme? <i>For example: In particular... it is the author's use of _____ which leaves the reader feeling/ thinking/ with a better understanding of...</i>

Senior Phase TEXTUAL ANALYSIS (DUFFY/ MEN SHOULD WEEP) & RUAE DIRT CODE

Strengths		Areas to improve	
A	Own words- you recapture the ideas of the question clearly using your own vocabulary, this clearly shows your understanding.	B	Own words/ lifting- - Have you lifted/ quoted key words from the passage? If you do this, you will not receive the mark for your answer. - Have you captured the idea being expressed accurately? You may need to re-read and examine the writer's points more carefully.
C	You have made the correct number of points for the marks available.	D	Have you written the correct number of bullet points for marks available? • For N5, look at the question type. For own words, write one bullet point for each mark available. For analysis, write one bullet point for every two marks available. • For Higher, make sure you go for basic comments, this means you always write one bullet point for each mark available.
E	You are selecting quotations that are relevant to the question from the correct lines.	F	Relevance/ length • Is your quote <i>really relevant</i> to the question? • Have you selected your quote from the correct section? • Is your quote too long? Or too short? Your analysis needs to be focused on a technique within the quote that you give!
bG	You have followed the formula step by step to answer the question.	H	Formula Have you followed each step of the formula or are you just explaining the meaning of the quote? Compare your answer to the correct formula and underline each step, what are you missing? "Quote"? Technique? Analysis? Link to Q?
I	You have correctly named the technique.	J	Technique- Have you correctly named the technique in this quotation? Have you used the correct formula as a result?
K	You have analysed the effect of the language in depth, reflecting a sound understanding of how this technique works.	L	Depth of analysis More detail in your analysis needed: have you fully explained what the quote suggests and how it is suggested? Have you examined the technique in its context? <u>or</u> You are not quite understanding this fully. Are you seeing something that isn't quite there? Double check the text/ your annotations.
M	Your analysis shows flashes of originality and consistent thoughtful analysis that suggest a deep engagement with the text.	N	Repeating words/ originality of thought Have you used a word from your quotation in your analysis? Never repeat a word from the quotation in your analysis- it doesn't show understanding or analysis when you do this. <u>or</u> Can you examine the significance of this quote in more depth? Does it emphasise the writer's point on the topic/ character/ theme?
O	You have clearly and effectively linked to the question.	P	Linking back to Q • Have you just repeated the exact wording of the Q? Avoid this! • Have you linked back to the question/ explained how this links to what you are being asked about in enough depth/ detail? • Have you discussed the theme and what is shown about it?
Q	You have laid your answers out clearly, using bullet points.	R	Layout- Have you used bullet points to layout your answer? Have you correctly punctuated the quote?
S	You have laid out your 8 marker accurately with clear headings and the appropriate number of points made.	T	8 markers- Have you structured your 8 marker accurately? • Do you have clear headings? Highlight: Commonality Named Poem / Extract Other Poem / Elsewhere • Have you made the appropriate number of points in each section? For N5: C-2, NP-1, OP-2 For Higher: C-2, E-2, E-4
U	Your commonality clearly links the poem/ extract to the Q	V	Commonality- Do your commonality bullet points explain how the poem/ extract connects with the Q in enough depth? You may need to explain more specifically how and why it is relevant to the Q by linking the events of the poem/ extract more clearly.